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MOTIVE AND TRAIT CORRELATES OF PUPIL SCHEMA.

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AN ANALYSIS AND CONCEPTUALIZATION OF THE CLASSROOM, PUPIL PERSONALITY, AND AN EXTENSION OF A STUDY ON PUPIL EXPECTATIONS WERE CONDUCTED IN THIS INVESTIGATION. SAMPLES INCLUDED 423 PUPILS SELECTED FROM ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS. MEASURING INSTRUMENTS INCLUDED A QUESTIONNAIRE, STIMULUS PICTURES AS A TEST, AND OTHER MEASURES. THE CONCLUSIONS WERE (1) BOYS' EXPECTATIONS ARE SIGNIFICANTLY RELATED TO ACHIEVEMENT MOTIVES AND TRAITS, (2) AFFILIATION AND POWER MOTIVES AND TRAITS ARE NOT RELATED TO EXPECTATIONS, (3) BOYS' AFFILIATION MOTIVES ARE RELATED TO EXPECTATIONS BUT NOT TRAITS, AND (4) ACHIEVEMENT AND POWER MOTIVES AND TRAITS ARE NOT ACCOUNTABLE FOR VARIANCE IN EXPECTATIONS. (RS)

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Motive and Trait Correlates of Pupil Schema

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PROBLEM

Introduction

The background and nature of this investigation follows rather simply from two basic points : first, the pursuit of a broad analysis and conceptualization of the classroom as a social system. The attempt, building largely on the more general theory of Homans (1950, Reicken and Homans, 1953) and the model suggested by Horwitz (1953), has proceeded in this fashion. The total social system might be analyzed into three phenotypical levels of mutually dependent variables: institutional, group, and individual. Figure 1. depicts these. The figure can be read in this fashion. The level called group variables, for our purposes, is the conceptualization of the classroom. Institutional variables refer to the environment of the classroom--physical, social, and technical. Individual variables refer to the personality systems of the individuals who constitute the classroom group. Cell #1 in the figure suggests institutional influences upon other institutional variables, e.g., community influences on the school as a bureaucracy. Cell #2 would suggest environmental influences upon the structure and functioning of the group. This is a specification of Homans' concept of external system. Similarly, all permutations are raised by the model.

Insert Figure 1 about here

The present investigation attempts to clarify relationships in cell #9, individual influences upon other individual variables. Essentially, this involves an attempt to conceptualize pupil personality. The theory to which we have appealed is McClelland's (1951). The overarching classes of concepts are schema, motive, and trait. Briefly they are defined and applied to the classroom in these ways:

	Institutional	Group	Individual
Institutional	1	2	3
Group	4	5	6
Individual	7	8	9

Figure 1. Conception of mutual dependency of three levels of social system variables (After Horwitz, 1953).

1) Schema refers to the individual's conception of the world, or to the depicting of the relationship between "the world outside and the pictures in our heads". The particular schemata we are interested in are the pupils' expectations of teacher behavior. We have conceptualized teacher behavior as leader behavior, and utilized the two dimensions from the Ohio State Leadership Studies (Halpin, 1957 and Stogdill & Coons, 1957).

2) Motive refers to the satisfactions sought by the individual. Three widely recognized motives in Western society, affiliation, achievement, and power were the kinds of satisfactions we sought to apply (Atkinson, 1958).

3) Trait refers to the learned habits or customary responses of the individual. We sought three important--to the classroom--styles of behavior, friendliness, influence, and achievement.

The second--and more immediate--source of the problem was the extension of the analysis of Pupil Expectations of Teacher Leadership Behavior (Smith, 1960). In that paper, attempts were made to relate the "social engineering" variables of age, sex, intelligence, and activity (social studies vs mathematics) to pupil expectations. These relationships were minimal. During this study (Smith, 1960) data had been gathered which permitted the present analysis. We want to be very clear on this point--the same sample of children are involved in both investigations. We have not replicated; we are exploring further the problem with data collected at the time of the first study.

Hypotheses

The interrelationships among eight variables were sought in this investigation.

1. Schemata
   a. expectations for initiating structure
   b. expectations for consideration
2. Motives
   a. achievement
   b. affiliation
   c. power
3. Traits
   a. friendliness
   b. attributed power
   c. achievement

Very simply, our intitial reasoning followed these lines:

1. Initiating structure refers to teacher leader behavior which involves task accomplishment through setting deadlines, organizing work procedures, and insisting upon good work.

1.1 Children who find satisfaction in achievement, i.e., competition with a standard of excellence will expect teachers to be high on initiating structure.

1.2 Children who are habitual achievers will expect teachers to initiate structure.

1.3 Children who find satisfaction in affiliative relationships will not expect teachers to be high or low in initiating structure.

1.4 Children who are habitually friendly in classrooms will not expect teachers to be high or low in initiating structure.

1.5 Children who find satisfaction in control of means of influence would be in conflict with teachers who are high in initiating

structure, hence they will expect teachers to be low in initiating structure.

1.6 Children who have influence among their peers will vary in expectations concerning initiating structure depending upon their attitude toward the teacher, i.e., if they respond positively to the teacher they will expect her to initiate structure; if they respond negatively then their habitual execution of influence will bring them into conflict hence they will expect less initiating structure.

2. Consideration refers to teacher leader behavior which facilitates interpersonal satisfactions in the group through being friendly, listening to pupils' suggestions, and taking pupil wishes into account when decisions are made.

2.1 Children who find satisfaction in achievement will be thwarted by teachers high in consideration and consequently will expect less consideration.

2.2 Children who are achievers will expect less consideration.

2.3 Children who find satisfaction in affiliative relationships will expect high consideration from the teachers.

2.4 Children who are habitually friendly in classrooms will expect more consideration from teachers.

2.5 Children who find satisfaction in controlling the sources of influence will be responsive to teachers who listen to them and note their wishes hence they will expect more consideration.

2.6 Children who are habitually influential will expect more consideration.

Our general model of the impact of motives, traits and schemata on behavior is seen best in a modification of McClelland's analysis of "predicting the concrete act". This is presented in Figure 2. As one establishes lawful relationships such as those suggested by our hypotheses, it is possible then to improve predictions of individual behavior.

Insert Figure 2 about here

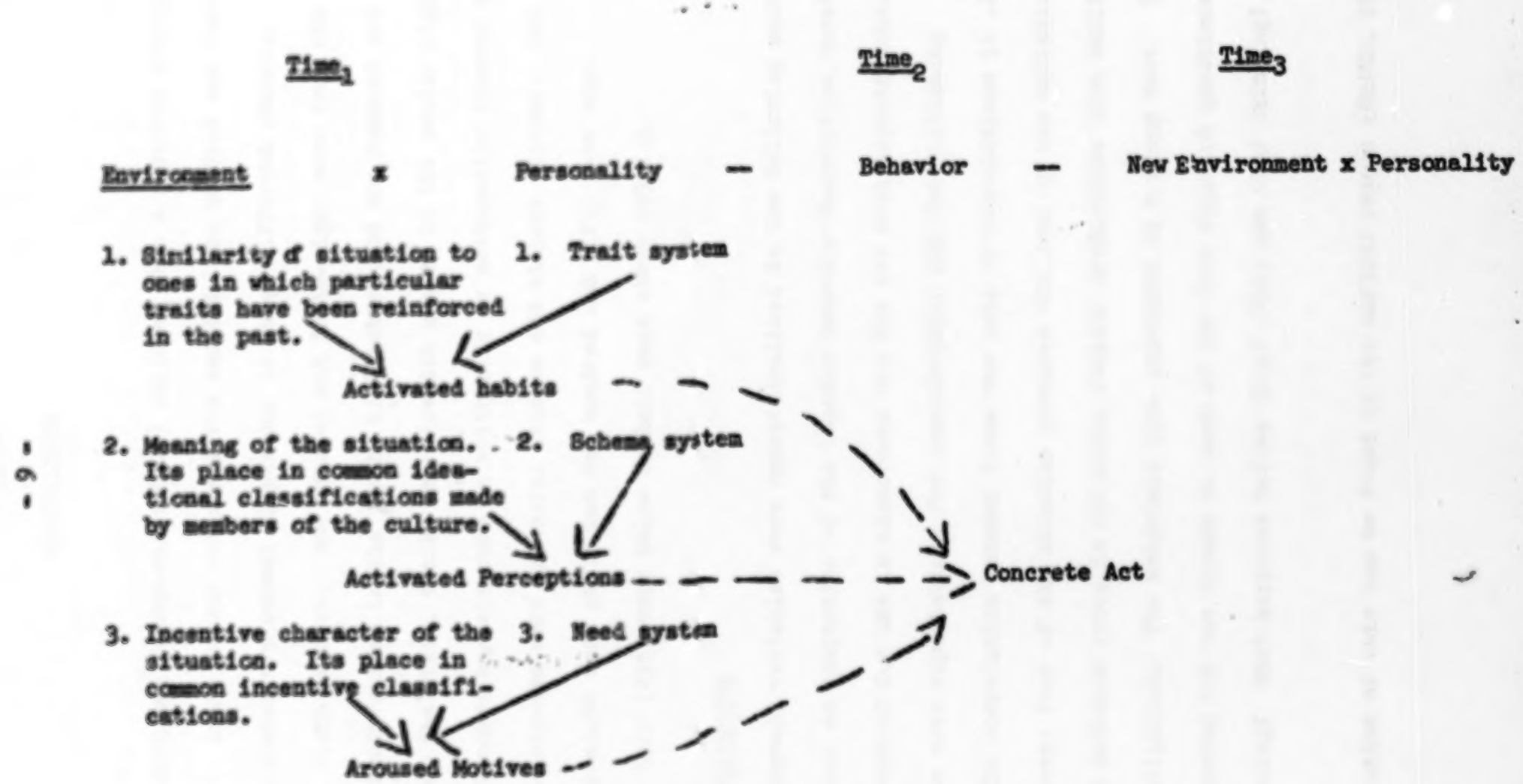

Figure 2. A process conception of personality (Adapted from McClelland, 1951, p. 595.).

METHODOLOGY

Sample

Four hundred and twenty-eight (428) children from a suburban school district in St. Louis County comprised the sample. One hundred and forty came from six elementary school classrooms in three different schools. They were all sixth graders. One hundred and forty-eight were from the seventh and eighth grades in the junior high school and one hundred and forty were from the ninth, tenth, and eleventh grades in the senior high school. Two hundred and six were in arithmetic or mathematics classes and two hundred twenty-two were in social studies and history classes. One hundred seventy-eight were girls and two hundred and fifty were boys. Approximately half (216) were below andhalf were above 105 I.Q.

Measuring Instruments

The conceptual variables were operationalized in the following manner:

1. Schema: an adaptation of the Leader Behavior Description Questionnaire (LBDQ) was prepared for use in classrooms and for use with expectations.* The two dimensions were expectations for consideration and for initiating structure. The correlation between these two sets of expectations is .19.

2. Motives: four of the stimulus pictures utilized by the McClelland, Atkinson, and deCharms group in obtaining fantasy productions were utilized in this investigation. The materials were presented as a group test. The children responded for one minute to each of the four standard questions. What is happening? What happened before this? What are they thinking?

* An amplification of this can be found in the earlier report (Smith, 1960).

How will it turn out? The investigators trained themselves with the manuals and practice materials from Atkinson (1958). The scoring was done on the presence or absence of imagery rather than the more detailed analysis suggested in the manuals. Since most of the statistical analyses were to be carried out with a nominal split "no imagery" versus "some imagery" relevant to the particular motive, it was felt that this violated neither the spirit nor the letter of the procedure.

The scorers checked their interpretations of the presence or absence of imagery against the expert interpretations presented in Atkinson (1958). Using the standard formula presented with the materials the percentages of agreement for n Achievement were .86, .90, .91 and .91 for sets A, B, C, D respectively. For n Affiliation the percentages of agreement were .93, .81, .86, and .93. For n Power the percentages were .95, .85, .87, .84. These were viewed as acceptable.

3. Traits: one of the more unique operationalizations occurred for the trait concept. We utilized modified "Guess-who" measures for this purpose. Typically, sociometric data are utilized as operational definitions of sentiment or interaction. For our purposes we conceived the choices best friend, best student (achieving), and most influential (get the other children to do what they wanted) essentially veridical perceptions by the observer concerning habits or families of habits which the observed either typically manifests or manifests at crucial times. While we hold that this is plausible and appropriate, we feel quite strongly that one of the most needed theoretical analyses within the social psychology of the classroom concerns the conceptual variables indicated by sociometric tests. It is our belief that neither Gronlund (1959) nor Lindzey and Borgatta (1954) has attended

sufficiently to this problem. The interpreter of our data will make his own judgment on this methodological question.

In this study, each child suggested three or four children who fit the description and three or four children who did not fit the description. Each choice was weighted +1 or -1 and summed algebraically. Because of different size classrooms and the effects this might have on the numerical value of the sociometric scores, a distribution of scores for each classroom was determined and then divided arbitrarily at Q_1 and Q_3. The individuals below Q_1 received a zero, those between Q_1 and Q_3 received a one, and those above Q_3received a two. These numerals were then used in the statistical analysis.

Statistical Analysis

The statistical analyses utilized in this investigation were a series of two way analysis of variance tests. Typically we sought main effects and interactions of corresponding traits and motives on each schema variable. The basic format is in Figure 3. Variance attributable to the motive, to the trait, and to the interaction could then be determined.

Insert Figure 3 about here

Figure 3

Trait	Motive 0	Motive 1+	Total
0			
1			
2			
Total			

Figure 3. Format for statistical analysis.

RESULTS

Initiating Structure

The first group of hypotheses centered about the schema variable initiating structure. The essential question concerned the personality correlates of expectations for teacher behavior related to "getting the work out".

1.1 Expectations for initiating structure are related to n Achievement.

1.2 Expectations for initiating structure are related to trait achievement.

Both of these hypotheses are supported. Data are reported in Tables 1 and 2. Students who have high need achievement and who have high trait achievement expected teachers to play this role more strongly than students who did not possess these traits. The interaction between the trait and motive was not significantly related to the schema variable.

Insert Tables 1 & 2 about here

Hypotheses 1.3 and 1.4 deal with the relationship between affiliation motive and trait and expectations for initiating structure. No relationships were predicted; the data supported the predictions. Variations in initiating structure expectations cannot be attributed to the presence or absence of affiliation motivation and habits.

Insert Tables 3 & 4 about here

Table 1

The relationships of need achievement and trait achievement with expectations for initiating structure

		n Ach. 0	n Ach. 1
t ach	0	$\bar{x}$ = 41.88 n = 56	$\bar{x}$ = 42.75 n = 40
	1	$\bar{x}$ = 42.85 n = 139	$\bar{x}$ = 44.80 n = 90
	2	$\bar{x}$ = 44.02 n = 41	$\bar{x}$ = 44.76 n = 62

Table 2

Analysis of Variance achievement trait & motive with initiating structure.

Source of Variation	df	ss	ms	F	p
t ach	2	3.76	1.88	3.62	$<.05$
n ach	1	2.11		4.06	$<.05$
txn	2	1.29	.65	1.25	--
Within	422	219.17	.52		
Total	427				

Table 3

The relationship of need affiliation and trait affiliation with expectations for initiating structure.

		n Aff		
		0	1	2
t Aff	0	$\bar{x}$ = 43.92 n = 24	$\bar{x}$ = 42.49 n = 39	$\bar{x}$ = 43.71 n = 31
	1	$\bar{x}$ =43.75 n = 89	$\bar{x}$ = 43.59 n = 74	$\bar{x}$ = 43.05 n = 76
	2	$\bar{x}$ = 44.06 n = 16	$\bar{x}$ = 45.35 n = 34	$\bar{x}$ = 42.62 n = 45

Table 4

Analysis of variance affiliation motive and trait with initiating structure

Source of Variation	df	ss	ms	F	p
t Aff.	2	.71	.35	-	-
n Aff	2	1.09	.54	-	-
txn	4	4.10	1.02	1.38	-
Within	419	627.89	.74		
Total	427				

Hypotheses 1.5 and 1.6 predict a negative relationship between power motivation and initiating structure expectation and no relationship between power traits and initiating structure expectations. The data, as presented in tables 5 & 6, indicate that the predicted negative relationship between the motive and the schema was not found and that the predicted lack of relationship between the trait and the schema was supported. The interaction was not significant.

Insert Tables 5 & 6 about here

Consideration

The second group of hypotheses centered about the schema variable consideration. The essential question concerned the personality correlates of pupil expectations for teacher behavior related to "human relations" problems in the classroom. Hypotheses 2.1 and 2.2 predicted negative relationships between needs and traits of achievement and expectations for consideration. The data, as reported in tables 7 and 8 did not support these predictions. Expectations for consideration were not functionally related to achievement motive or achievement trait.

Insert Tables 7 & 8 about here

Hypotheses 2.3 and 2.4, predict a positive relationship between needs and trait for affiliation and expectations for consideration. Pupils who find satisfactions in affiliative relations and pupils who habitually relate easily with others will expect their teachers to fulfill roles related to warmth, empathy and sympathy. Although the data approach significance in regard to the affiliation motive, the hypotheses were not

Table 5

The relationship of need power and trait power with expectations for initiating structure.

		n Pow 0	n Pow 1
t Pow	0	$\bar{x}$ = 44.07 n = 42	$\bar{x}$ = 42.83 n = 40
	1	$\bar{x}$ = 43.32 n = 155	$\bar{x}$ = 43.60 n = 101
	2	$\bar{x}$ = 43.06 n = 49	$\bar{x}$ = 44.62 n = 41

Table 6

Analysis of variance power trait and motive with initiating structure

Source of Variation	df	ss	ms	F	p
t Pow	2	.20	.10	-	-
n Pow	1	.07	.07	-	-
txn	2	1.98	.99	1.55	-
Within	422	271.96	.64		
Total	427				

Table 7

Relationship of need achievement and trait achievement with expectations of consideration

		n Ach	
		0	1
t Ach	0	$\bar{x}$ = 47.77 n = 56	46.13 40
	1	$\bar{x}$ = 45.49 n = 136	46.93 90
	2	$\bar{x}$ = 46.61 n = 41	45.66 62

Table 8

Analysis of variance achievement motive and trait with consideration

Source of Variation	df	ss	ms	F	p
t ach	2	.81	.40	--	--
n ach	1	.22	.22	--	--
txn	2	2.61	1.30	2.60	--
Within	422	213.76	.51		
Total	427				

supported. The data are reported in Tables 9 and 10.

Insert Tables 9 & 10 about here

Hypotheses 2.5 and 2.6 stated that individuals who find satisfaction in controlling the means of influence and who habitually influence will expect teachers to be higher on consideration than individuals who have less of these motives and traits. The data, Tables 11 and 12, did not support these hypotheses.

Insert Tables 11 and 12 about here

Since the impact of sex differences on the motive measure has been noted in the literature each of the analyses were carried out for boys alone and girls alone. Two changes in results and interpretations were suggested. First the relationships between achievement traits and needs and expectations for initiating structure are wholly attributable to the boys. The need and trait variables accounted for no significant part of the variance in initiating structure expectations of the girls. These data are contained in Tables 13 and 14.

Insert Tables 13 & 14 about here

The second reinterpretation arises from the hypotheses of affiliation variables and expectations for consideration. In the sample of boys there was a significant relationship between needs for affiliation and expectations for teacher consideration. The relationship did not hold for girls. These data are presented in Tables 15 & 16.

Insert Tables 15 & 16 about here

Table 9

Relationship of affiliation motive and trait with expectations for consideration

		n Aff		
		0	1	2
t Aff	0	$\bar{x}$ = 46.50 n = 24	$\bar{x}$ = 47.05 n = 39	$\bar{x}$ = 47.77 n = 31
	1	$\bar{x}$ = 45.63 n = 89	$\bar{x}$ = 45.23 n = 74	$\bar{x}$ = 46.66 n = 76
	2	$\bar{x}$ = 45.81 n = 16	$\bar{x}$ = 45.18 n = 34	$\bar{x}$ = 47.84 n = 45

Table 10

Analysis of variance affiliation motive and trait with consideration

Source of Variation	df	ss	ms	F	p
t Aff	2	2.48	1.24	--	--
n Aff	2	4.70	2.35	--	--
txn	4	1.08	.27	--	--
Within	419	525.73	1.25		
Total	427				

Table 11

Relationship of power motive and trait with expectations for consideration.

		n Pow	
		0	1
t Pow	0	$\bar{x}$ = 46.64 n = 42	$\bar{x}$ = 47.68 n = 40
	1	$\bar{x}$ = 45.63 n =155	$\bar{x}$ = 46.06 n = 101
	2	$\bar{x}$ = 46.76 n = 49	$\bar{x}$ = 47.00 n = 41

Table 12

Analysis of variance power motive and trait with consideration

Source of Variation	df	ss	ms	F	p
t Pow	2	1.92	.96	1.78	--
n Pow	1	.49	.49	--	--
txn	2	.17	.17	--	--
Within	422	229.34	.54		
Total	427				

Table 13

Relationship of achievement motive and trait with expectations for initiating structure for boys only

		n Ach. 0	n Ach. 1
t Ach.	0	$\bar{x}$ = 41.63 n = 46	$\bar{x}$ = 43.16 n = 31
	1	$\bar{x}$ = 42.45 n = 77	$\bar{x}$ = 45.69 n = 48
	2	$\bar{x}$ = 44.44 n = 18	$\bar{x}$ = 45.60 n = 30

Table 14

Analysis of variance achievement motive and trait with consideration for boys only

Source of Variation	df	ss	ms	F	p
t ach	2	7.07	3.53	3.89	<.01
n ach	1	5.86	5.86	6.45	<.01
txn	2	1.22	.61		
Within	244	221.45	.91		
Total	249				

Table 15

Relationship of affiliation motive and trait with expectation for consideration for boys only.

		n Aff		
		0	1	2
t aff	0	$\bar{x}$ = 45.81 n = 16	$\bar{x}$ = 47.18 n = 28	$\bar{x}$ = 48.52 n = 23
	1	$\bar{x}$ = 45.39 n = 54	$\bar{x}$ = 45.16 n = 38	$\bar{x}$ = 46.83 n = 35
	2	$\bar{x}$ = 45.25 n = 12	$\bar{x}$ = 44.05 n = 20	$\bar{x}$ = 47.92 n = 24

Table 16

Analysis of variance affiliation motives and traits with expectations for consideration for boys only

Source of Variation	df	ss	ms	F	P
t aff	2	3.95	1.97	-	
n aff	2	10.43	5.21	4.00	$<.05$
txn	4	2.73	1.36		
Within	241	313.67	1.30		
Total	249				

Other Findings

Since the data permitted a number of further comparisons, the relationships among the remaining combinations of the variables were ascertained. Intelligence and age variables were also available. These findings will be listed as they might serve as guides for future work. We do not see the results as firm generalizations.

1. n Achievement was not related to intelligence.

2. t Achievement was highly related to intelligence (beyond the .001 level). The mean differences for each level of trait were among the most practically significant in our data.

3. n Achievement was not related to chronological age. (The trait data did not permit age analyses.)

4. n Achievement was not related to power (p. $\langle$ .10 $\rangle$ .05).

5. t Achievement was highly related to t power. (p. $\langle$ .001).

6. n Achievement was not related to n Power.

7. t Achievement was not related to n Power.

8. n Achievement was negatively related to n Affiliation.

9. t Achievement was positively related to n Affiliation.

10. n Achievementwas not related to t Affiliation.

11. t Achievement was positively related to t Affiliation.

12. n Power waspositively related to age. (t Power data did not permit age analysis.)

13. n Power was not related to n Affiliation.

14. t Power was not related to n Affiliation.

15. n Power was not related to t Affiliation.

16. t Power was positively related to t Affiliation.

17. n Affiliation was not related to intelligence.

18. t Affiliation was positively related to intelligence ($p. < .01$).

19. n Affiliation was not related to age. (Trait data did not permit this kind of analysis.)

DISCUSSION

The findings of the investigation might be discussed profitably from several points of reference: 1) understanding of the classroom social system, and 2) the historical development and interrelationship of personality systems. We will consider only the former. We have sought to elaborate our understanding of the question, Where does a pupil get his ideas (schemata) of how a teacher ought to act?, by linking these ideas with other basic personality variables, motives and traits. Our predictions concerning demands for Initiating Structure were essentially correct. Needs and traits for achievement account for a significant portion of the variance among the boys, but not the girls. Affiliation should not and did not. Power did not in spite of our prediction. The results regarding expectations for Consideration were also partly in accord with our hypothesis. We expected Affiliation needs and traits to be related; this was true only for need Affiliation with the boys. We had not expected Achievement need or trait to be related to expectations for consideration; they were not. Power variables were not related.

The research which comes closest to ours conceptually is the very significant Della Piana and Gage (1955) analysis of teacher personality (MTAI) and cognitive and affiliative "needs" of pupils. The basic finding of that study indicated that pupil liking for a teacher was a function of the interaction of the teacher's personality (MTAI) and the pupil's values. The concept of pupil values was not related to a broader theory of personality. It is not possible to specify whether it was intended as a motive or a schema construct. To the present investigators its intended theoretical referent seemed to be that of a motive but its operational

measurement reflected a schema--preferences for cognitive or affective teacher behavior.* Careful work is needed at this point to clarify the measuring instruments as well as the theoretical differences.

At this point also, the positive and negative results we obtained suggests several additional modes of attack. One of these centers about the nature of the Leader Behavior Description Questionnaire variables. As the data are gathered via the questionnaire, they encompass the perceptions of the leader by the group member, or in our case the expectations concerning his behavior. Particularly in regard to the consideration variable it has generally been assumed that the dimension reflects affiliative or affectional type responses. The mixed relationships between affiliation motivation and habit and expectations for teacher consideration behavior raises the suggestion that teacher behavior which is perceived and expected as consideration may be an interaction between an individual's motives and gratification of the motives by the leader. To pick an overly extreme illustration, an individual with high needs for autonomy who receives considerable freedom (but no affiliative or affectional behavior from the teacher) may perceive the teacher as high on consideration and may also expect her to be high on this kind of consideration. That this might be true of pupils with needs for aggression, introception, dependency and so forth seems possible. Clarification will come with research on what the teacher does, as measured by direct observation, as this interacts with pupil motives, schemata and traits. What the teacher does must be further analyzed, as it seems to us, as one

*There is a further complexity in that the scores were treated as a group variable, a norm, rather an individual variable. This would be similar to Horwitz's middle category.

aspect of the environment interacting with the personality system of the individual. Figure 3 illustrates the conceptual model involved. According to this model the personality system of the individual is composed of three separate but interacting components: the need, trait, and schema systems. As the environment interacts with these systems and as these systems interact with each other changes occur which reflect the particular nature of these interactions.

Insert Figure 3 about here

In a similar vein, the behavior of the individual also must be analyzed in terms of the nature of the environment interacting with the personality system of the individual. Figure 4 illustrates conceptually the dimensions of the concrete behavioral act. As the environment interacts with the three components of the personality system affective-motivational processes, motor processes, and cognitive processes are engaged, interact, and reveal themselves in the discrete behavioral act.

The relevant environment as it interacts with the three component processes may be antagonistic, neutral or supportive to the behavioral act which emerges.

Insert Figure 4 about here

Greater understanding of human behavior will occur when extended research reveals the precise nature of each of these processes, the conditions under which they interact, and the changes that occur as a result of these interactions. Greater insight into the classroom will occur when the contents of the model in educational settings are specified to greater detail. In a

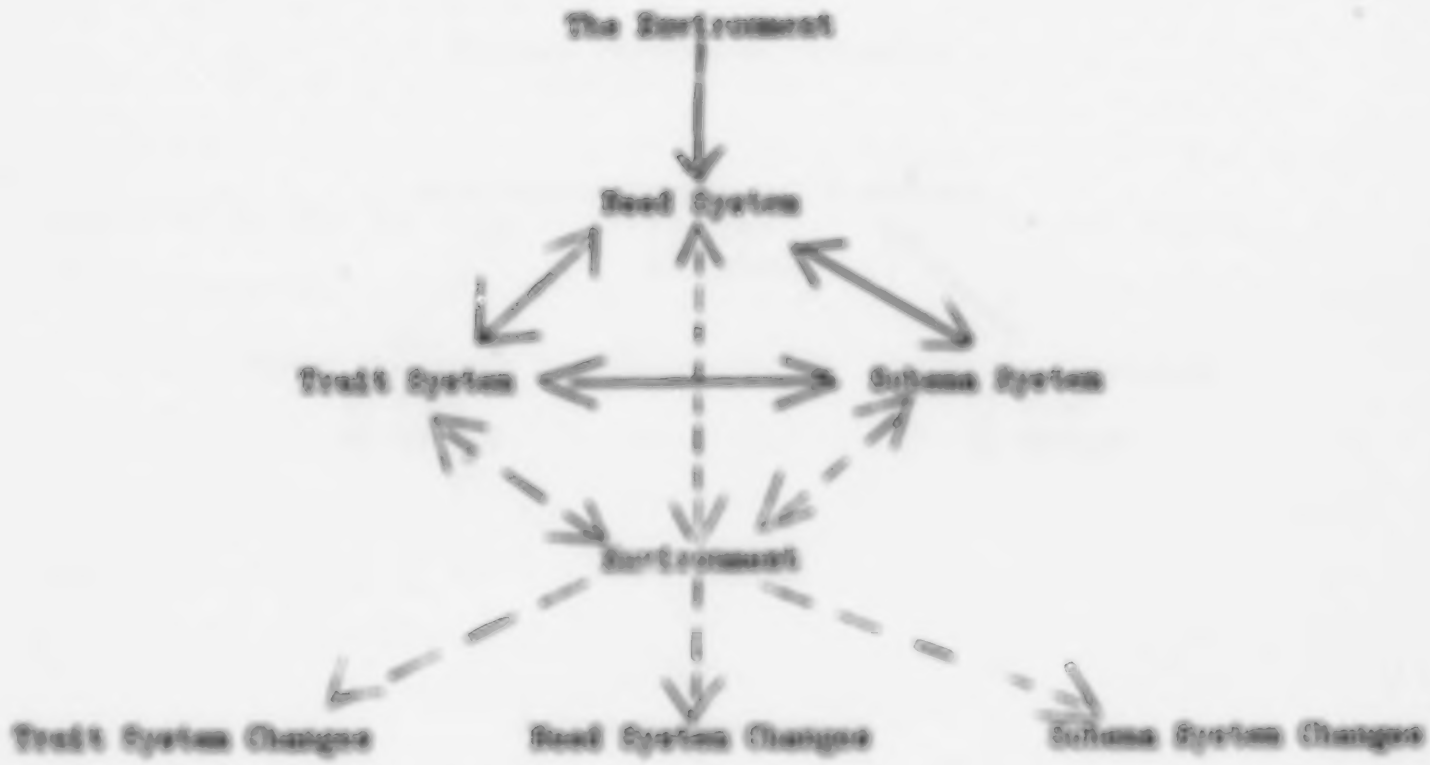

Figure 3. General Model of the Structure and Process of the Personality System.

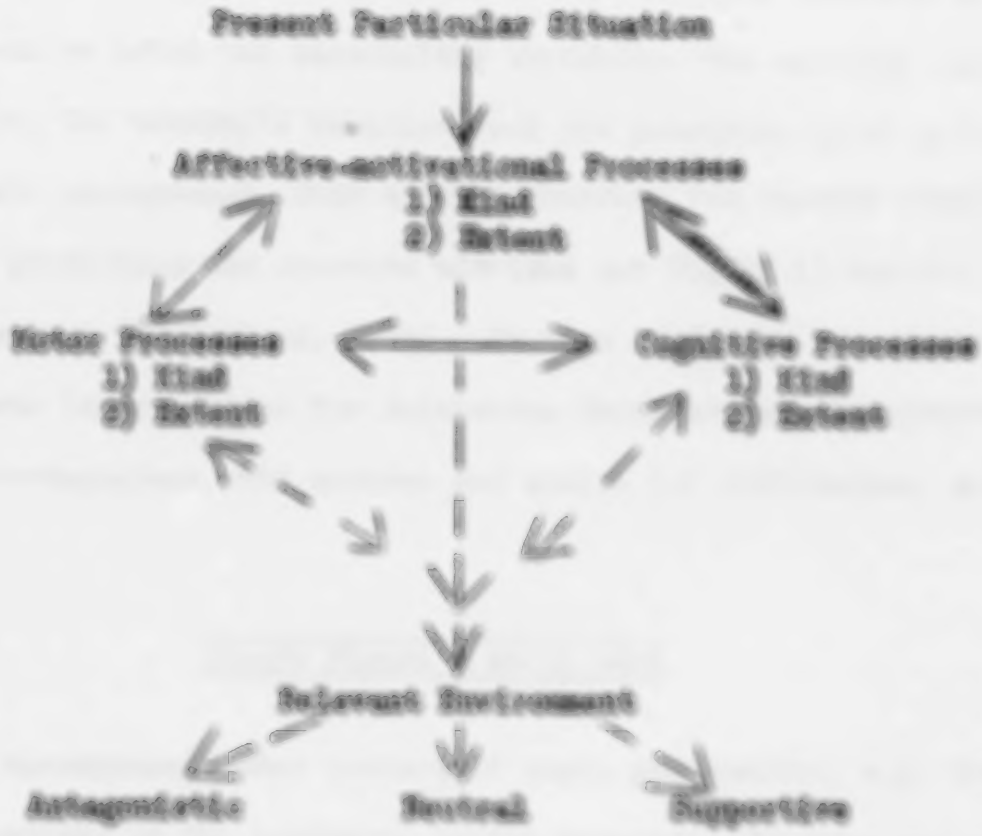

Figure 4. Model of the Personality System: The Dimensions of the Behavioral Act.*

*This model has been stimulated by ideas expressed by Bloom et al (1956) Bellamack (1962) and Hoover (1960).

modest way such a specification lies behind the formulation and development of the present investigation: Figure 5 illustrates the application of the general model of the personality system to the concepts involved in our study. As can be noted the personality variables, the specific content of each variable, the teacher's behavior, and the potentiality of personality change are all encompassed. Such a model combines two threads suggested by McClelland, predicting the concrete act (see our Figure 1) and his statement on mental content (McClelland, 1955). In this study, we have looked at pupil schemata (expectations for Initiating Structure and Consideration) as they are interdependent with motives and traits (of affiliation, achievement and power).

Insert Figure 5 about here

We have not encompassed other content of pupil personality, e.g. the pupil's perception of the teacher's leader behavior. We have not encompassed a detailed model of other dimensions of the classroom social systems, nor have we dealt with the development of them over time.

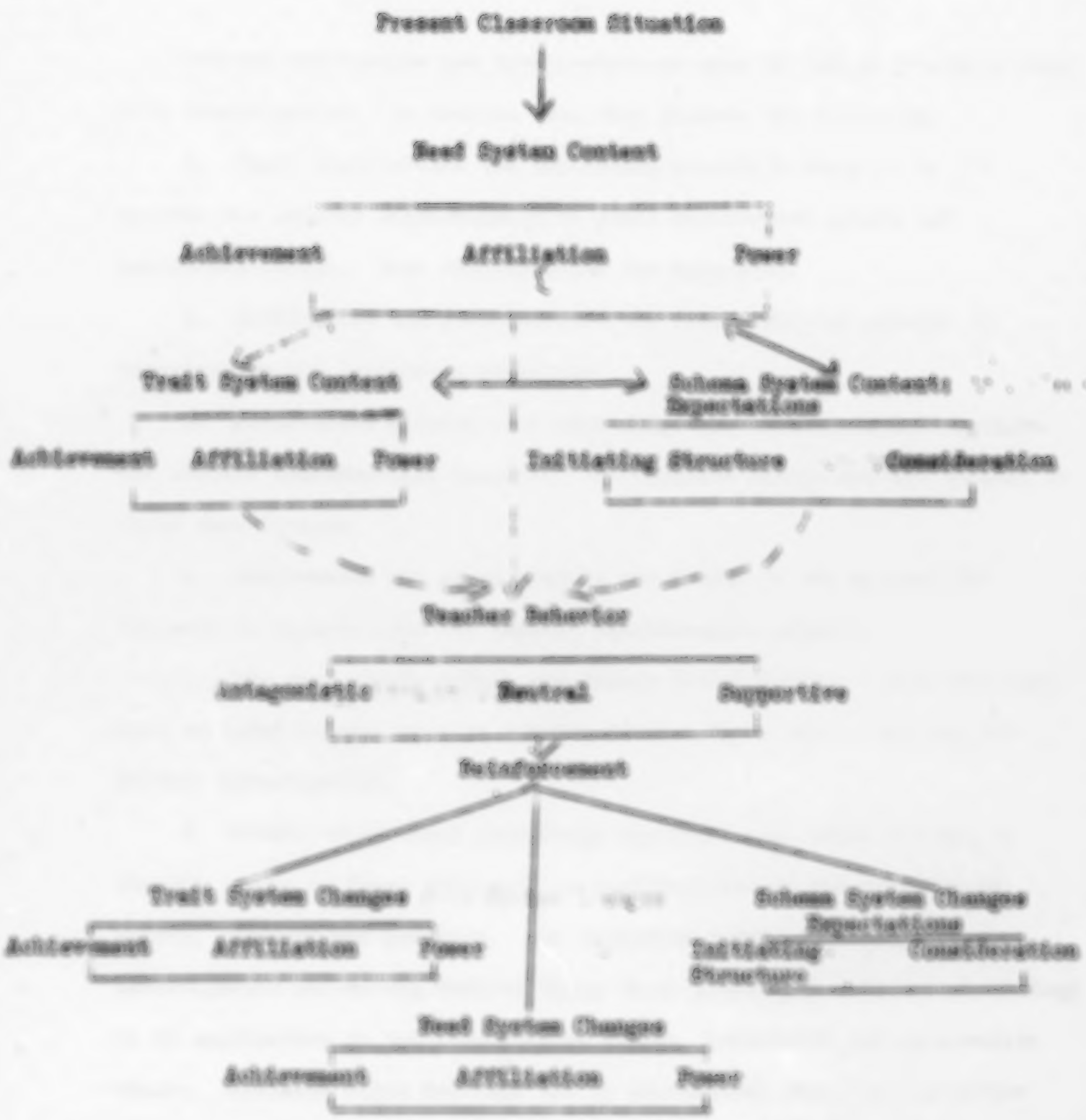

Figure 1. Model of the Personality System Content, Classroom Application and Change.

SUMMARY AND CONCLUSIONS

Several conclusions and interpretations seem to follow plausibly from this investigation. In outline form they include the following.

1. Pupil expectations for initiating structure behavior by the teacher are related significantly to pupil achievement motive and achievement trait. This finding holds for boys only.

2. Affiliation and power motives and traits are not related to expectations for initiating structure.

3. Affiliation motives (for boys only) are related to expectations for teacher consideration behavior. Affiliation traits are not related to these expectations.

4. Achievement and power motives and traits do not account for variation in expectations for teacher consideration behavior.

5. The very simple models and theory underlying our hypotheses have been extended in part by more complex ideas. These seem ready now for further investigation.

6. Within educational psychology one finds many cross streams of thought. Some of these interest in combination of the concepts of theory, research and practice. The synthesis toward which the present investigators are moving follows along these lines: Educational psychology is an application to the classroom of social, behavioral and personality theory. Research which develops out of educational practice--intuitive hunches--should make contact with theory before observations are collected and analyzed. Research that develops out of theory should be linked with the clinician's or practitioner's hunches about the "things" that happen in the classroom before observations are collected and analyzed.

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